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ABSTRACT

Some 65 foreign language teachers in California participated in a workshop designed to give teachers the necessary skills and background to individualize their teaching methods. The report contains a variety of materials used in the workshop, including: (1) a summary report of the workshop, (2) workshop experiences, and (3) an evaluation of the program. Appendixes contain a list of participants, the workshop program and objectives, and a workshop evaluation form. A learning activity packet (LAP) distributed to the workshop participants is included. (RL)

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ED 070348

EVALUATION REPORT

1972 WIIFL - Workshop in Individualized Instruction in Foreign Languages

Sponsored by the:

Foreign Language Department
and the
Education Department
California Polytechnic State University
in Cooperation with
The California State Department of Education

Submitted by:

Dr. Bianca Rosenthal - Workshop Coordinator

FL003 675

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SUMMARY REPORT

From June 19, 1972 to June 23, 1972, sixty-five Foreign Language teachers from throughout the State of California participated in a workshop designed to give teachers the necessary skills and background to individualize instruction. An interest survey sheet followed by a checklist of topics completed prior to arrival on campus indicated the needs of the participants and the program was structured accordingly.

Instruction was given in the areas of:

1. Theory and philosophy of individualizing instruction;
2. Behavioral objectives - development, measurement, and refinement;
3. Curriculum development: Course outlines based upon performance and competency levels;
4. Developing, revising, adapting, and gathering learning activity packages to support the course outlines developed;
5. Management processes for materials and resources;
6. Use of audio-visual resources in learning packages;
7. Human relation skills with administrative staff members, students, parents, and paraprofessionals;
8. Evaluation instruments - development, use and meaning.

At the completion of the workshop, each participant was expected to achieve the following:

Given a subject area, he will be able to:

a) outline and define a scope and sequence of content for at least one year of traditional schooling, and;

b) write instructional objectives which include the learning behavior desired, within given conditions and at an acceptable level of competence for any area of the course scope;

c) to produce LAPS (learning activity packages), with supporting activities, collect other self-instructional materials, and organize a system to use these materials with students during the 1972-73 school year;

d) to demonstrate the changed role of the teachers involved in an individualized instruction program and his knowledge of the philosophy underlying individualized instruction.

For traditionally trained teachers, this was a difficult task. Each was constantly searching, evaluating, and discussing the problems and processes of implementing such a program.

The following consultants were on the staff of the workshop:

1. Mr. John P. Dusel, Consultant, Foreign Language Education, California State Department of Education delivered the keynote address.

2. Mr. Robert McLennan, Teacher, Mountain View High School; Instructor, University of California Extension Services and San Jose State University Extension Services (courses and workshops in I.F.L.I.).

3. Mrs. Sheila Vidal, Chairman-Coordinator, Foreign Language Department, Mountain View High School; Coordinator of district workshops for development of Spanish curriculum and learning packages; District workshop participant for developing learning packages in Spanish for typing.

4. Mrs. Elna R. Carroll, Chairman, Foreign Language Department, Lynbrook High School; has taught all French classes by individualized instruction since 1968; coordinated the developement and implementation of fully individualized foreign language instruction for entire foreign language department.

Mrs. Carroll and Mr. McLennan were both participants in the Stanford Conference in Individualized Instruction in Foreign Language.

Instructors at the 1972 workshop included the following:

1. Dr. Bianca Rosenthal, Foreign Language Department, California Polytechnic State University, who served as general coordinator, instructor and evaluator of the institute.

2. Professor Bernard Troy, Education Department, California Polytechnic State University.

3. Professor David Sanchez, Head Ethnic Studies, California Polytechnic State University.

The California Polytechnic State University workshop was sponsored by the Foreign Language Department and the Education Department, in cooperation with the California State Department of Education. In order to participate in the workshop, each of those attending had to pay his own tuition fee of fifty dollars in addition to travel, room and board expenses. Each participant had to meet the objectives set forth in the previous section. A list of the participants is included in the appendix.

WORKSHOP EXPERIENCES

Upon arrival on campus, the participants were presented with the workshop objectives in the form of a Learning Activity Package (included in the appendix), and were asked to complete a pre-test, identical to the post-test given at the conclusion of the conference.

At the workshop we had the opportunity to work with Foreign Language teachers from different districts of California, who were interested in individualizing their program and adapting existing materials. Teachers from Cuesta College, San Luis Obispo, and Santa Barbara City College were also present. There was opportunity to meet with consultants who are implementing individualized programs. Each offered suggestions and encouragement and recommended additional resources.

The instructional part of the program began with large group instruction in the "Rationale for Individualized Instruction and Evaluation," followed by lectures in "Developing Content for Individualized Instruction", "Designing Appropriate Instructional Materials", "Developing Learning Activity Packages in Foreign Language", "Mechanics of Implementing Individualized Instruction", "Role of the Teacher", and "Implications of Individualized Instruction in Foreign Language for Bi-Lingual Education Programs", (see program in Appendix). After the lecture the participants were broken down into smaller groups in subject areas. Within the subject area groups the first emphasis was upon developing objectives in terms of student behavior and performance and developing LAPS as a guide to a certain text or a single concept LAP.

Behavioral objectives tell the student what he must be able to do, how well, and under what conditions. As they struggled with developing behavioral objectives, teachers began to question the importance and relevance of many of the activities taken for granted as part of the learning process. Some degree of frustration was noted among the participants at this point. By this time, they had begun to recognize that they must make objectives and purposes more clear to the student, and develop activities which are interesting to the student rather than satisfying the interest of the teacher or the textbook author.

In developing common goals, philosophy, and communication, a strong spirit of camaraderie and enthusiasm prevailed. The frankness and the openness of the staff in discussing the strengths and weaknesses of their programs, and pointing out potential pitfalls was very refreshing.

EVALUATION OF THE W.I.I.F.L. EXPERIENCE

The objective to teach the Individualized Instruction in Foreign Language process and assist others in learning the process was achieved. We were able to analyze the teaching process, took notes, and made tapes of most of the presentations.

In terms of the workshop goals, all objectives were met in the process of completing the course requirements for Cal Poly. In terms of the workshop process itself, the individual participants' evaluation pointed to a very favorable response as to the value of the workshop and the learning experiences. Each participant cited, as one of the most valuable parts of the workshop, the opportunity to work with experienced teachers. This made the "approach much more practical and took it away from the theory level." On a scale of 1 to 7, with 7 being the

highest, the general reaction to the workshop fell almost totally in the six to seven category. The interest in the subject, as was to be expected, rated 7, the workshop as a nice place to come to--7, amount of personal learning 6-7. On the rating scale, instructor direction was rated just right. In the comments, though, there were some who felt they could have used more guidance. This points to a problem inherent in any attempt at individualized instruction -- finding the right balance between teacher directed, and independent activities. Continuing on the rating scale, the participants felt that their general ability had changed some to greatly, while their ability in planning such a course had changed greatly. On the whole it was felt, that the "excellent" organization, the well chosen consultants, and their availability for questioning, the Learning Activity Packages display, learning to construct a LAP, the opportunity to exchange ideas with colleagues, the generated spirit of enthusiasm and direct involvement in an innovative process, contributed to the high spots of the workshop.

To the question: "Has this workshop given you a better understanding of individualized instruction in Foreign Language", the answer was unanimously "yes". Budget and time limitations, convincing the administration, getting the materials ready, organizational strategies, remain as the main concern. Yet, when polled at the final session, the participants indicated they were planning to either partially or fully individualize their program during the coming school year using their newly gained knowledge and experience to adapt existing materials.

The development of suitable materials is costly, time consuming, and should be subject to quality control. We, therefore, suggested the establishment of a LAP bank, provided sufficient funds to meet duplicating expenses were available. Participants would submit a LAP, that they had developed, to such a bank, and provided it met quality standards, receive one in return. This suggestion met with great approval, and hopefully will be carried out in the near future. In addition, the participants felt a followup workshop or conference should be held some time next year to discuss problems encountered while implementing an individualized instructional program in Foreign Language, also to exchange more ideas and perhaps include a LAP production session.

Among the criticism of the workshop were the lack of structure in the work sessions. The neophytes felt they did not have enough guidance. With regard to the large group instruction sessions, one of the major complaints was the interruption by questions from the audience which should have been delayed to the end. As an overall evaluation of the presentations, however, they were felt to have been very beneficial and informative.

One of the major factors experienced was the total appreciation of teacher attitudes. We also had a very strong advantage in examining the weak points and potential problem areas. As a team, we were able to approach these problems from many directions.

In conclusion, everybody seemed convinced that Individualized Instruction in Foreign Language can work in a large school provided adequate staff training is given and provided that the board and administration are willing to invest in the equipment and resources to make it function. The increased gains in student learning, the changes in attitudes toward school, and the decrease dropout rates are well worth the investment.

We would like to express our appreciation to the administration of California Polytechnic State University and the State Department of Education which made our participation in this workshop possible. We are also deeply indebted to all the consultants and participants for their cooperation and assistance. It was a great learning experience for all.

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Keynoter

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Mr. Robert McLennan, Teacher, Mountain View High School;
* Instructor, University of California Extension Services and San Jose State University Extension Services (courses and workshops in I.F.L.I.);
* Several articles in professional journals;
* Participant in Stanford Conference in Individualized Instruction in Foreign Language.

Mrs. Sheila Vidal, Chairman-Coordinator, Foreign Language Department, Mountain View High School;
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* Has taught all French classes by individualized instruction since 1968;
* Coordinated the development and implementation of fully individualized foreign language instruction for entire foreign language department

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO, CALIFORNIA

W.I.I.F.L.

WORKSHOP IN INDIVIDUALIZED INSTRUCTION IN FOREIGN LANGUAGE

10

SPONSORED BY THE

FOREIGN LANGUAGE DEPARTMENT AND THE EDUCATION DEPARTMENT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

IN COOPERATION WITH

THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

JUNE 19th THROUGH 23rd, 1972

PROGRAM

The keynote address will be delivered in the Julian A. McPhee Union, Room 220. All sessions to be held in Science North 53-215 and adjacent classrooms - 53-201, 202, 206, and 213.

Monday, June 19

8:00 a.m. Orientation and Introductions

9:00 a.m. Keynote Address: "Individualized Instruction: A Progress Report"

John Dusel, Consultant Foreign Language Education, California State Department of Education

10:15 a.m. Pretest

"Rationale for Individualized Instruction and Evaluation"

Bernard Troy, Education Department, California Polytechnic State University

11:30 a.m. "Developing Content for Individualized Instruction"

Bianca Rosenthal, Foreign Language and Linguistics Department, California Polytechnic State University

12:15 p.m. LUNCH

1:15 to 3:15 p.m. Workshop Groups: Working in small groups, each participant will develop content, student performance objectives and establish evaluation criteria for his own program.

Tuesday, June 20

9:00 a.m. Follow-up: Discussion, Review and Critique of Monday's Work Session

10:30 a.m. "Designing Appropriate Instructional Materials"

Robert McLennan, Mountain View High School and Univeristy of California Extension Services and San Jose State University Extension Services

12:00 Noon LUNCH

1:00 to 3:00 p.m. Workshop Groups: After having been introduced to models usable for the development of individualized instructional materials, the participants will start working on materials, practice exercises, activities, resources, and evaluation techniques.

Wednesday, June 21

9:00 a.m. "Developing Learning Activity Packages in Foreign Language

Bianca Rosenthal, Foreign Language and Linguistics Department, California Polytechnic State University

10:30 a.m. "Designing Appropriate Instructional Materials"

Sheila Vidal, Chairman, Foreign Language Department, Mountain View High School

12:00 Noon LUNCH

1:00 to 3:00 p.m. Workshop Groups: Adapting materials, developing a LAP.

Thursday, June 22

9:00 a.m. "Mechanics of Implementing Individualized Instruction"

Bianca Rosenthal, Foreign Language and Linguistics Department, California Polytechnic State University

10:30 a.m. "Designing Appropriate Instructional Materials"

Elna Carroll, Chairman, Foreign Language Department, Lynbrook High School

12:00 Noon LUNCH

1:00 to 3:00 p.m. Workshop Group: Adapting materials; developing a single concept LAP

Friday, June 23

9:00 a.m. "Role of the Teacher"

Bianca Rosenthal, Foreign Language and Linguistics Department, California Polytechnic State University

9:30 a.m. "Role of the Teacher and Implications of Individualized Instruction in Foreign Language for Bilingual Education Programs"

David Sanchez, Head, Ethnic Studies, California Polytechnic State University

10:45 a.m. A Review and Critique of Workshop Progress
Post Test
Workshop Evaluation

12:00 Noon Completion Certificate

Adios! Auf Wiedersehen! Au Revoir!

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO, CALIFORNIA

A Learning Activity Package
on

W.I.I.F.L.

Prepared by: Dr. B. Rosenthal

for use at the

WORKSHOP IN INDIVIDUALIZED INSTRUCTION IN FOREIGN LANGUAGE

SPONSORED BY THE

FOREIGN LANGUAGE DEPARTMENT AND THE EDUCATION DEPARTMENT
CALIFORNIA POLYTECHNIC STATE UNIVERSITY

IN COOPERATION WITH

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JUNE 19th THROUGH 23rd, 1972

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MAIN IDEA:

--- The development of a strong nucleus of teachers and resources appears to hold the key to future developments in the field of Foreign Language education.

PURPOSE:

--- The successful completion of this Learning Activity Package (LAP) will enable you to develop further your skills in teaching a Foreign Language.

--- All the activities in the LAP are interrelated. That is, you may be developing more than one skill with any activity, and you will finish the course being able to implement some of the knowledge gained in an individualized FL program at your school.

LEARNING OBJECTIVES:

At the completion of the workshop, each participant will be expected to achieve the following:

1. Given a subject area, the participant will be able to:

   a) Outline and define a scope and sequence of content for at least one year of traditional schooling; and

   b) Write instructional objectives which include the learning behavior desired, within given conditions and at an acceptable level of competence for any area of the course scope.

2. From a list of learnable ideas, the participants will be able to write at least two Learning Activity Packages, with supporting activities, which will be used with selected students.

3. The participant will be able to demonstrate the changed role of the teacher involved in a Continuous Progress Program in terms of:

   a) At least 3 additional teaching skills that become operational;

   b) The development of an evaluation system compatable with individualized progress;

   c) The outline of necessary facility reorganization for his school setting.

4. The participant will demonstrate his knowledge of the philosophy underlying individualized instruction by his ability to:

   a) List at least 3 educational assumptions discussed by authors in the field;

   b) Discuss at least 2 instructional strategies designed to achieve individualized instruction;

   c) Generate at least 3 instructional problems that can arise in such a program and defend one potential solution for each problem.

PRETEST

Please contact the instructor for evaluation.

LEARNING ACTIVITIES:

INTRODUCTION - Within every group of people who try to work together to solve problems, each person plays an important part in the success of that group. It is important that you understand that your ideas and cooperation may help yourself and others to make the group more effective.

REQUIRED ACTIVITIES FOR LEARNING OBJECTIVES #1, 2, 3, 4:

Attend the lectures and participate in the discussions and work-sessions as outlined in your W.I.I.F.L. program.

REMEMBER -

1. Feel free to ask your instructor's help whenever you may need it.
2. Activities are by no means limited to only those listed in this LAP. If you think of an activity you believe can help you, or additional material you may want to use, see your instructor.

ADDITIONAL LEARNING OPPORTUNITIES:

1. Exhibits, question-answer sessions as available.
2. Feel free to make your own suggestions.

SELF-EVALUATION:

1. Compare your materials with participants who are working on similar ones.

2. Correct any errors.

3. If you need help at any time, see your instructor or another participant who can help you.

POST-TEST:

When you finish the LAP, see your instructor for testing.

WIIFL
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
JUNE, 1972

WORKSHOP EVALUATION SHEET

The following is a tally of the responses of the participants to this questionnaire which they were asked to rate on a scale of 1 to 7 with 1 being the lowest and 7 being the highest.

Questions	Responses
1. My general reaction to this workshop is:	6 & 7
2. My interest in the subject is:	7
3. My feeling about this workshop as a nice place to come to:	5, 6, & 7
4. The amount of my personal learning in this workshop:	6 & 7
5. Instructor direction:	just right
6. As a result of this workshop my ability was changed:	some - greatly
7. As a result of this workshop my ability to help in planning the course has changed:	greatly

What do you consider the most valuable part of the workshop?

Responses

Consultants well chosen
Enthusiasm
Camaraderie
Consultants available for questions
Afternoon work sessions
Excellent organization
Exchanging ideas with colleagues
Everything
LAP exhibit
Obtaining understanding of basic principles of IIFL
Exposure to much learning without any pressure
Balance between theoretical and practicial presentations and between lecture and work sessions
Discovering that many teachers in Calfiornia are trying to do something innovative
Practical suggestions and viewing and discussion of useful materials
The guide for making a LAP
Contact with people who have individualized
Peer interaction
Practical aspects
Humanistic approach
Systems presented
Step by step method
It can be done
Working on won program
Being able to share ideas
Handouts
Variety of presentations
Interaction and discussion with consultants
Togetherness and enthusiasm
Learning how to write performance objectives

Sharing of success and failure
Direction in how to organize total course
Writing a proposal
More positive outlook about IIFL
Realization that IIFL can be started with existing materials

Has this workshop given you a better understanding of individualized instruction in Foreign Language? Response: Unanimous "yes".

What remains as your main concern?

Responses

Granting of credit
Time to develop materials
All that work
Limited budget
Organizational aspects
Time
Implementation
Great fear to actually make the "jump"
District and department colleagues
Getting organized
Motivating students
Implications for bi-lingual education
Acquiring AV aids
Producing LAPS for conversation and culture
Involving entire Foreign Language Department
Weakening of conversation skills
Limited materials
Getting ready for fall
Negative reaction from students
Own adaptability to IIFL
Time
Supplementary materials
Not enough aids
Giving up the usual role
Jumping into the water and sinking and learning how to swim
Board of Trustees who continue to feel that teachers must "teach"

Comments, suggestions solicited from participants:

More handouts
Books should be available for loan or purchase
Participants should be introduced by names and languages taught
Workshop should be conducted exactly like an individualized classroom
More worksession
More evaluation
Less work sessions
Let participants work in their rooms
Group activities after calss
Eating out together
Cocktail party
Post serving hours of dining room
Exhibits for various languages
Both hardware and software
Consultants should be available all week
Better directions to the dorm
Things to do in San Luis Obispo
Be more specific in what is expected of participants

Afternoon sessions too structured
Afternoon sessions too individualized
Activities after class
Movies
Conversational language groups
Dinner
Seminar discussions with speakers on rotational basis instead of work sessions
have students present who have been in an IIFL program
More advance dorm informaiton
Administratros should be present
Maps issued not accurate
Send room acknowledgment
Printed info on food service
No milk or chocolate during coffee break
Continue such workshops
Have a repeat
Have a sequel in a year or sooner
Have a guided production workshop as a followup
Get together next year and exchange what progress has been made
Before workshop list participants by area, level and materials used
Prospect of LAP exchange exciting
Have a complete course with time to prepare a whole semester's work
Follow-up to discuss development and implementation problems
Materials produced in clans should be exchanged
Publish proceedings
Establish a LAP bank
Visit a class using IIFL
Very valuable and helpful workshop
Valuable because of practical aspects stressed
No longer afraid to have to give up "teaching"
Well done!
Worthwhile and successful experience
Very informative
Well organized
Opportunity to analyze program with the students' needs in mind
Very glad I came
Thinks he can implement ideas gained
It offered what I was looking for
Balance between theoretical and practical insight
Best workshop and most pleasant group to work with
Congeniality of everybody
Great!
Excellent!
I don't believe that I could learn so much in such a short time
So much of value
Well organized owrkshop
Carefully thoughtfully planned
Caliber of consultants
Excellent learning experience
One of the best workshops in FLI ever attended
$50 spent, very best on any education course
Very pleasant area for workshops
It was worth giving up a week's vacation with grades last Friday and summer school
beginning day after tomorrow